

# The Campus Mirror

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## BEAUTY MARRED

By RUBY L. BROWN, '30

A beautiful round-shaped Magnolia tree stands near the walk that leads from Packard Hall to Rockefeller. Her beauty would probably not cause one to suppose that she is very old. But there is the beauty of age, one must remember. The neatly built cement bowl around her trunk gives us proof that she is older than the soil beneath her branches.

How people admire this tree, with her long rounded green leaves! Especially is she attractive in the summer when here and there among the light and the darker green shaded leaves are scattered beautiful creamy white flowers with their fragrant faint sweetness perfuming the air round about.

There is surely no wonder that this Magnolia was proud and boasted that other trees could not compare with her; for in winter they were left ugly and bare while she retained her lovely leaves. The dark green shade of the winter leaves contrasted richly with the surroundings at this season. This is what she often said:

"When winter comes I do not fear,  
I only think that spring is near;  
I have my leaves, I'm never bare,  
And that thing helps to make me rare."

It happened that one day in January a heavy sleet began to fall. How it beat upon that tree! Finally it began to stick and her broad green leaves were soon thick with ice. After the sleet there came a snow which heaped upon the sleet covered leaves.

The tree was so heavy that she went fast asleep. She dreamed that she had her attractive June blossoms. "How different they are this June," she said in her dream. "I myself do not get their pleasing odor and I'm sure my admirers do not get it. I suppose, in a few days, the odor will come."

She dreamed that she was greatly shaken. She looked down to the ground and said, "Oh, the wind has blown down one of my treasures. I pray that some kind person will come along to get it. I see no one in sight, but I'm sure someone saw it fall."

In reality the Magnolia was greatly shaken, so much so that she was immediately awakened. She looked around on her limbs of tender wood (nothing like that of the oak) and found that instead of June blossoms she had January blooms—sleet covered leaves heaped with snow. On the ground lay her topmost branch, one which she cherished very much because it completed her beautiful shape. The wood had not been able to bear all that it held and "Crash!" went the limb on the soft snow-bed below.

The tree wept because she heard something whisper to her, "Ah, little tree, your beauty is marred."

She finally decided that she does not need to weep, for Spring will soon be here with its store of beauties for her.



## SEEING IS BELIEVING

ALPHA TALLEY, '33

Perhaps many have often seen the pictures of the effects of various diets on white rats. This experiment has been successfully performed here on Spelman Campus with definite results.

Recently 14 white rats were purchased by the Home Economics department of Spelman College for the purpose of publicly demonstrating the effects of different diets. Three cages of white rats proved to be more interesting than the rest. The white rats in each cage were fed on a most common diet—salt pork, grits and white bread. In addition to this diet, the rats in cage No. 1 were given milk; those in cage No. 2 were given milk and fresh vegetables, chiefly lettuce, celery and raw carrots, and the rats in cage No. 3 were given no additional food other than the basic diet.

At the outset each rat weighed 3 oz., but after a very short period, changes could be observed in the rats of each cage. Those in cage No. 1 were in fair condition. Their coats were white and their eyes were rather bright. They gained 1½ oz. Within a month's time, those in cage No. 2 were very, very active and healthy looking indeed. Their coats were fluffy and their eyes, tails and feet were very pink. These rats doubled their weight in one month, a considerable gain, but those in cage No. 3 not only gained no weight, but their general appearance was poor. The fur had no luster, the eyes were dull and activity decreased. The experiment

## SAINT PATRICK'S DAY

ETTA L. HAYNES, '30

Green candies, green clothes, green flags, green carnations, and green everything can be seen on March 17th. "What does it all mean?" The answer quickly comes, "It is St. Patrick's Day." When we read the life of St. Patrick we can see that to the Irish people, this day means more than green candies, green clothes or green flags.

St. Patrick was not born in Ireland as many people think, but was born on the western coast of Scotland. His father was of Roman descent, and young Patrick was taught all that a Roman citizen should know. His mother taught him how to be courteous and how to be knightly. Thus we can see that Patrick was reared in a home where he was able to learn and know many worthwhile things. The chief of these was his knowledge of the Christian faith, and it is because of his Christian faith and Christ-like deeds that we know him best.

(Continued on Page 2)

## ERICK BERRY PAINTINGS

JOHNNIE H. HADLEY, '30

Again Spelman College was fortunate in having from February 7 to 24 another exhibition of West African Water Colors by Erick Berry. Mrs. Berry is a New Englander, who studied in Boston under Eric Pope, and under Henry McCarter at the Pennsylvania Academy.

Mrs. Berry has just returned from her third trip into the interior of Africa. Her new exhibition shows more portraits of the Haussa types of Katsina, the gate to the desert. There are also Tauregs, the camel men who keep the Emir's camel trains, veiled, mysterious raiders of the desert, and Haussa men clad in gorgeous embroidered rigas and turbans of silk and snowy cotton.

Part of this exhibition was shown in Paris at the Bernheim Jeune gallery in September, 1929, and returns there by special invitation in June, 1930. The exhibition came to Spelman College directly from the Milch Galleries in New York.

These pictures were unusual. Without knowing anything about art or how to appreciate it, one would find it difficult to appreciate these pictures. Nevertheless Spelman students have enjoyed them and have a finer appreciation of art by having had them here on their campus.

showed conclusively the necessity of an abundance of whole milk and fresh vegetables in the diet.

Several other cages of rats were fed on other foods, but the results were not as outstanding as those three cages just mentioned. Two rats which were selected for reproduction were given a well balanced diet. The parent rats grew to a large size and the offsprings were numerous. This also indicates the influence of proper diet, and shows the importance of vitamins for reproduction.



# The Campus Mirror

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## OUT OF THE AIR

The Eagles (Seniors) on their flight toward graduation dropped a number of manuscripts which were collected by the Campus Mirror staff. The staff believes these opinions of the departing Eagles have enough merit to be of use to under-class men in choosing or evaluating majors.

## SCHOLARSHIP

The day of cloistered learning has gone by; knowledge for service is what we need. We seek for wisdom to lead us into paths of right judgment.

Recently much has been said concerning scholarship. Still there are some who are in doubt about what its real meaning is and what it should include. One of the best definitions given is: "Scholarship is the capacity for usefully relating and applying knowledge to the contacts and manifold interdependencies of real life, in the world of living men and things."

Scholarship requires intellectual accuracy, not mere skimming for present needs. It requires thoroughness in research, not indiscriminate gathering of facts. Constructiveness in conclusion is necessary—conclusions based on true perspective and unbiased feelings.

Knowledge for service is a stay to good scholarship; for it is through doing that one can learn to think out whole situations. There is no place in this world for sterile scholarship. The education needed is an education intended to fit men to live together

and to understand themselves and each other and their problems.

Students negligent of their opportunities are a hindrance to high scholarly attainments of members of their college. Very often this negligence is due to inaccuracy. In order to eliminate this, select some subjects that necessitate accuracy of understanding and sound reasoning, subjects that represent breadth, height, and depth of information. These subjects should have continuity and close relationship. Mere ability to talk and answer questions is not scholarship and is of little value in education.

We were very proud when we learned that Morehouse and Spelman Colleges had been accepted in the American Association of Colleges; but we must not stand all day and rejoice. Since we have chosen this college as our intellectual training ground the above definition of scholarship may be a criterion for us all. Every student can aid in setting high standards and promoting scholarship. It takes work, comprehensive and constructive work.

## A TRIBUTE TO DR. PLATO DURHAM

The friends and acquaintances of Dr. Plato T. Durham, everywhere, recognized the exceptional versatility and many-sided personality of this leader and teacher. In the death of Dr. Durham the Negro race has lost a warm and staunch friend. To have a person of such understanding and vision to be a mediator between groups whose ideas conflict has brought blessings of better understanding to both groups. His sudden death on February 10 caused a shock of deep regret to his friends and co-workers wherever his work and influence are known.

Dr. Plato T. Durham was born September 9, 1873, at Shelby, N. C., of an excellent family of educators and preachers. His background, his early interests, and choice of enterprises gave promises which came to rich fulfillment in his life—fulfillment that will live on and on in lives of generations of peoples for whose interests and welfare he thought and strove. His unstinted preparation for useful service included undergraduate work at Trinity College, now Duke University, 1891 to 1895; two years at Yale Theological School, with graduation at Union Theological Seminary in 1899, and two years study at Christ Church College, University of Oxford. His terms of service to different institutions have been: on the faculty of Trinity College, 1903 to 1907; then in the active ministry of the Methodist Episcopal Church until he was chosen dean of the Emory Theological School in 1914. The dean-ship he resigned in 1918 because of ill health, but he continued until his death as professor of Church History, a subject on which he was an acknowledged authority.

As a student Plato Durham constantly maintained contact with a variety of extra-scholastic interests so that his breadth of understanding, both in religious subjects and in the fields of arts and sciences, peculiarly fitted him for educational endeavor and made him throughout his life a man possessed of

## SAINT PATRICK'S DAY

(Continued from Page 1)

At the age of sixteen years he was captured by Irish pirates, and was sold into slavery in Ireland. Later he ran away from his master and Patrick was seen wandering over Ireland, while still very young.

When he became a man, he labored both day and night to win over the chiefs of Ireland to Christianity. He also founded many churches and schools; it has been estimated that these institutions numbered more than two hundred. Every one who knew of these schools wished to attend them; therefore poets, druids and musicians came from all over Europe to attend St. Patrick's schools.

Then came the time when, after having given many years of faithful work and having made most of the Irish people Christians, St. Patrick died. This was in the spring of the year when the shamrocks covered the ground. He was made the patron saint of the Irish people. In many Irish families there is either a "Patrick" or a "Patrica" named for their beloved saint.

This day is celebrated the world-over, and we Americans parade with music and banners, we wear green and make speeches in praise of the "Emerald Island," but can we ever feel about St. Patrick's Day as our Irish friends do?

broad sympathies and a deep understanding of human problems of justice, mercy or a square deal. His philosophy has been compared to that of Theodore Roosevelt, expressed in these words, "Be sure you are always fundamentally right in your relations with your fellow man, then in the fear of God go forth to duty."

Dr. Durham's wide range of interests made him an active worker in many local, national and international organizations, such as the Federal Council of Churches in America, Inter-Church World Movement of North America, Committee on Church Cooperation, Committee on Inter-racial Relationship, Association for After-War Reconstruction of Inter-racial Affairs. He was interested in any efforts designed to harmonize civic affairs with moral interests.

The language and the thoughts of Dr. Durham, used in his presentation of the Harmon award to Dr. John Hope, were those of a man who lives not in the past, but who lives in vibrant touch with the hands and pulses of all who are striving to solve hard problems in noble ways. He said, "It has come to be my deliberate opinion that the most tragic and most difficult of all parts being played in human civilization today is being played by a cultured, educated Negro leader of his people. The deep tragedy of that, I have come through long years of association with them to know." Another sentence in that same profound utterance in honor of Dr. Hope describes Dr. Durham equally as well, "No small man can stand today in the presence of the great tides of racial movement and stand in leadership who is not a strong man; a prophet, a statesman—far more than a mere educator."

Dr. Durham was himself that strong man, no less than the friend he has so described.



## LISTENING IN STATION Y. W. C. A.

PHYLLIS V. KIMBROUGH, '30

Saturday afternoon, February 15, the Foreign Students' Club met at Morehouse College and continued their previous discussions on "Why and What Am I in America?" At the next meeting the subject for discussion will be "The Relation of India to Great Britain."

Miss Anne Wiggin of the National Board spent the entire day, Monday, February 24, as the guest and adviser of the Spelman Y. W. C. A. She spoke at the Spelman chapel service and again at Morehouse Chapel, had luncheon with cabinet members and Miss McGhee, held conferences with cabinet members, had charge of Monday night discussion group, and gave her final touch to a full day of service in a delightful retreat which had been arranged for in Miss McGhee's commodious office.

An impressive session was the meeting of the Christian Endeavor Society of the High School with the Y. W. C. A. as their guests on Feb. 23. The President of the Christian Endeavor is Miss Alice Lomax, and she cooperating with Miss Boley, the faculty adviser, presented a whole evening's program by giving the living history of its organization. Lottie Lyons represented the "Spirit of Christian Endeavor," and told how the organization had been planted as a little seed in 1881 in one corner of the world and had spread its influence into countries near and far. After the history of the local Christian Endeavor was given, the curtain was drawn revealing the living birthday cake. It was composed of a circle of girls dressed in white kneeling with heads bowed out of sight, suggesting the form of a white cake. A group of girls concealed within the circle held up the large blue numbers 1881, the date of birth. The program closed with a song by Christian Endeavorers, the words of which were composed by Beautine Hubert and Florrie Jackson of Spelman High School.

At the Annual Student Volunteer Conference for Foreign Missions which met at Agnes Scott College in Decatur, Georgia, there were the following representatives: Elnora James, Phyllis V. Kimbrough, Cassandra Maxwell, Mabel Dockett, Elise Oliver, Mary Dubose, Juanita Jernigan, Caral Blanton and Lois Davenport. Miss McGhee was chaperon and honor representative of the Y. For the first meeting of such a mixed group, the contact with the representatives of other colleges, of religious organizations, and of other race groups created an interested feeling of brotherhood and singleness of purpose which we hope will last beyond the span of the conference itself.

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## CHAPEL ECHOES

Mr. Rheinallt Jones, lecturer on Law at the University of Johannesburg, South Africa, spoke in chapel March 3 on the subject, "Liberating Africa." Africa, lying removed for centuries from the main streams of civilization, is a land of mystery. The slavery of the native African to animism and belief in witchcraft is worse than any physical slavery because it deeply affects all his mental powers. Mr. Jones said that the African has great possibilities and a quick mind. These people, with the help of education, are being freed physically, spiritually, and morally to take their places among the nations.

\* \* \*

Mr. Hubert Peet, whose pen name is "Phineas Fogg", a well-known English writer, spoke in chapel February 18 on "The English Woman in Politics."

\* \* \*

The Rev. Howard Thurman, referring to a kind of religious teaching of a few decades ago, which emphasized personal religion and piety, rather than social problems, used the text, "In this world you will have tribulation, but be of good cheer because I have overcome the world."

He said, "Don't lose control of yourself, but be of vast steadiness." . . . Tribulation translates, threshing machine — something which tends to separate the no-good from the good. He cited prosperity and poverty as very effective threshing machines. Conventional tribulations may reveal that life is hard or may make one indifferent, cold — may make one look on life without tears or just look. Conventional tribulation may also make for mellowness, for God-likeness, but doesn't have to. In this world you will be exposed to the threshing machine way of life—"I have overcome the world"—"Purge me, oh, God."

Then there was a girl who was so dumb she went to a cooking school to learn how to make "whoopie."

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## WHY KNOW HISTORY?

By LOIS D. DAVENPORT, '30

Thoughtful Clio, muse of history, we do thee homage. For it was thee who with thy book and stylus first recorded all that happened to mortal men and immortal gods.

History in its wider sense is the record of all that has happened. It includes everything that undergoes a change, and, as modern science has shown that there is nothing absolutely static, therefore the whole universe with all its parts has its history.

There are many, many people who fool themselves into thinking that they do not like to read or study history. It is a mass of cold dry facts which are of no use to them. With that idea in mind they are only seeing one of the many parts of the picture. They have let themselves become enclosed in air-tight compartments and have failed to become exposed to an interesting subject. History is interesting because its scope is so broad, and it is one of the most inclusive subjects in the field of learning. The history of the earth is in the rocks, and the structure of the plant and animal life shows the history of their development. The study of the English language and literature traces the history of the English people. In mathematics, which is a subject of proving problems and propositions, one must know what has been, to know how to prove what is at hand. In Home Economics one must know the sources of foods and clothing in order to purchase the best values.

Not only is history valuable to the person in school, but it is just as valuable to those who are out of school. In the first place it enables one to make wise choices. The gardener must know the variety of his seeds in order to get successful results. The merchant must know the quality of his goods in order to satisfy his customers and make a profit for himself. In choosing friends it is well to know something of their family history—whether they are dependable and physically sound. Even in one's own life it is well to know one's ancestors because this enables him to know himself better.

In the second place, history helps one in interpreting the future. We build our future progress on what has been accomplished; therefore, we can predict fairly accurately what is apt to happen. On the other hand, history, like fashions repeats itself; therefore we are less likely to become gropers in the dark, as it were, depending upon fate to decide our destiny. This is especially true in politics—in making laws and electing officers.

In the third place, history helps one to criticize problems more intelligently. Many people read newspapers and other periodicals without getting either a positive or a negative effect, because they do not have the history of the situation; it is impossible for them to know their point of view, and they are thus wasting their time reading.

Lastly, history makes the world a more enjoyable place in which to live. Especially is it valuable to the traveler. In going from one place or country to another, the trip is always enjoyable if one can recall some historical events of the places visited. Hence, it is through history that the new generation is able to carry

## KNOWING LIFE

EVELYN C. GREEN, '30

Biology is the science of life and of living things, whether plants or animals. It helps us to understand the simplest forms of life that God has created. The most interesting and thrilling fact about it is that even the smallest animals or forms of plant life have a definite structure and plan of life. One of the humblest forms of animal life, amphioxus, which is a fish like animal with no distinct head, has all of the essential characteristics of the higher animals arranged like a simple diagram. This diagram of characteristics is followed up through the phyla, becoming more and more complex, until the Genus Homo (man) is reached. After one has studied biology he can really look upon life in a more enlightened and appreciative manner. Our critical attention is drawn toward everything that we see life in, because we know that these little animals did not spring upon the earth by causeless chance, but by a definite universal law.

Biology helps us to see the scientific reason for things. Primitive peoples had signs and superstitions to account for things that happen in nature, but today scientific observation and reasoning have shown how many things happen. We no longer say to our teachers, as the people in Jesus' time said, that blindness and other physical characteristics are due necessarily to the sins of the parent. By the laws of genetics, which is the science of heredity, we find out just why we inherit the characteristics that fall to us and we are made more intelligent about our own physical anatomy. God has given us these wonderful bodies of ours and we can at least be interested in ourselves to know what constitutes our different systems. Comparative anatomy is one of the most interesting subjects one can study. Physiology teaches people how to have better health and that over-eating causes more sickness than anything else. Many people do not know that some bacteria are as useful as others are harmful; or that our mental attitudes can affect our physical conditions.

Biology also plays a very important part in our social order. We hear a great deal today about social diseases. Biology helps us to prevent these diseases and shows the need of eugenic laws to prevent infected people from marrying. We are becoming more interested in the causes of plagues that effect large groups of people, for instance, the Mediterranean fruit fly that infects fruit. In our communities we can see to it that we have good wholesome water to drink and that our meat is free from infectious bacteria.

Science has gone a long way to remove fear, superstition, disease, famine, plagues: instead of these we have better health, better sanitary conditions, better foods, due to scientific investigations. With all this, the scientific discoveries are by no means finished. They have a long way yet to travel before they can discover "what God and man is."

on the torch of knowledge from where it was left by the old, and to continue in progress without having to retrace laboriously the ground already covered.

## WHY MAJOR IN FRENCH?

By SAMANTHA B. HOWARD, '30

Within recent years there has been a great deal of thinking upon internationalism and means by which peaceable relations may be preserved among nations. In view of the fact that this is a vital interest to the world, I believe that the assimilation of the French language by a larger percentage of English speaking students will aid in cultivating this international spirit.

Through the study of the French language, one develops a cosmopolitan attitude, that is, he learns to understand another life, a different set of ideals and customs, another civilization, a different philosophy, and different political and religious institutions which have solid foundations. Through understanding these phases, he grows to understand the people and, consequently, to have more sympathy for them. After all, sympathy is the depth of a mutual understanding.

To get best the psychology of a people, one might seek to find it in their literature. Fortunately, the French people have produced a literature that gives a deep expression and a clear understanding of themselves; but to get this understanding one must know the language. Also, their literature has served as a model for other nations. It is said that they are among the keenest thinkers in the world. Too, the fact that they have such a high regard for their language to the extent that they abhor slang, has in itself a cultural value. Therefore to know the people is to better appreciate their ideals.

Again, the study of the French language is helpful to one who plans to go abroad, either for pleasure or for furthering his pursuit of study. If travelling in Europe, one will find that this language is most commonly spoken by a great majority of Europeans. From this standpoint it is worthwhile to know something about speaking French. It is said that an American once visited in France and while there secured lodging at an English hotel. It had always seemed useless to him to study French, especially, when one could go to France and live comfortably at a hotel where English was spoken. But one day while walking around Paris he found that he had strayed too far from his hotel to get back in time for lunch. He was frightfully hungry, too. He then decided to stop in a restaurant and get food. As he entered he was ushered to a table and the waiter began to ask in French, "Monsieur desire?" but the American did not understand. Then the boy said again, "Monsieur desire? Voici la carte." The American, becoming a little vexed exclaimed, "Speak in English! Don't you see I can't understand you?" but the reply from the boy was, "Je ne comprends pas." The man not knowing what to say, suddenly decided to point out something on the bill of fare. The food brought to him proved to be distasteful, but he ate it and paid the boy a price greater than the food was worth in order to prevent further conversation. He left the restaurant with a determination to learn something about French, for he had discovered that it was a handicap to be ignorant of the language.

"Why paint so fast, young fellow?"

"I am trying to finish before the paint runs out."



## WHAT'S WRONG WITH "MATH?"

MINNIE E. CURETON, '30

Mathematics has its origin in the familiar needs of common life, in the homely necessity of counting herds and measuring land. Long before the science rose to the level of an art, in the days of Euclid and Archimedes, Plato, in the wisdom of his mature years, judged it essential to the education of the freeman, because said he, "There is in it a necessary something with which even God cannot contend and without which gods nor demi-gods can wisely govern mankind." Prior to the invention of analytical geometry and infinitesimal calculus, Galileo discovered his law of falling bodies and Newton his law of gravitation which laid the foundation of our modern knowledge of nature. Thus we see that even the history of mathematics is a noble one.

Today there is no subject, except the mother tongue, which is more intimately connected with everyday life and so necessary to the conduct of affairs. The housewife, the farmer and the laborer, all must be able to manipulate figures and calculate accurately in order to manage their enterprises with as little loss as possible. The banker and the business man must be thoroughly acquainted with the facts of mathematics. In fact every person, from the huckster on the street to the President in the White House, finds it necessary to think frequently in terms of numbers and their relations.

But widespread as are the applications of mathematics and as enormous as are the practical values, one might argue that the average person has little need of these facts or opportunity to use them beyond the mere elements of arithmetic. How then can one justify the study of higher mathematics? If this is true it applies with equal force to every other subject of study. Only the fundamentals of English or history or French are constantly employed by the majority of citizens. Just as only the poet, the novelist, and the essayist use the highest forms of English; the historian, the politician, and the author, the most advanced forms of history; even so the civil engineer applies the principles of higher mathematics in order to span rivers with huge bridges and trestles; so the architect uses the beauty of symmetry and the grace of curves, found in higher mathematics, in his works of greatest art. So widespread are the applications of higher mathematics that J. W. Young, Associate Professor of Mathematics at Chicago University, said, "Wherever we turn in these days of iron, steam and electricity, we find mathematics has been the pioneer and guarantee of the results. Were the background of mathematics removed our material civilization would inevitably collapse."

Besides their practical values, subjects are important for the information which they impart. This is an important reason for the study of geography, history, and literature, and it is equally true of mathematics. Unlike any other subject, though, the information imparted by this science has remained the same in all countries and at all times. The physicist is greatly distressed to find that the atom, long considered the unit of investigation, has been broken into smaller integers. In biology new and conflict-

ing theories about the origin and development of life are brought forth that discredit former information; and even in history there is an uncertainty about the time and primary causes of outstanding movements. But in mathematics at no time has one nation found that  $9 \times 8 = 72$  and another that  $9 \times 8 = 73$ . No mathematician has found that parallel lines extended however far will never meet and another that they will meet if extended far enough. No age has proved that the square on the hypotenuse of a right triangle is equal to the sum of the squares on the other two sides, while another age found it to be half the sum. Thus we see that the information imparted by mathematics is as constant and reliable as time itself.

The most salient advantage gained from the study of mathematics is the formation of a type of thought which is of uttermost importance to everyone. It is the ability to grasp a situation, get the facts and perceive correctly the state of affairs. This is a prerequisite to success in every occupation, but it is a hard thing to do in actual life. The lawyer must grasp the truth or falsity of the facts presented by his client before he can argue the case intelligently. The physician must contend with the inability of the patient to understand or describe his affliction. The crucial facts are often buried under a mass of trivial or irrelevant details. Mathematics is especially adapted to the beginning of this practice for the facts are simple and uncomplicated. In geometry an individual concentrates upon what is to be done and the material given (hypothesis) with which to do it. When the situation is grasped, when the facts are well in hand, inferences are made from them, and conclusions formed and tested. After much practice in such routine, this kind of thinking will become habitual. After all, "all actions are influenced by conclusions that have been consciously or unconsciously drawn. This fact is fundamental. If it is not habitually well done, whatever edifice of culture may be built is warped and insecure. The conclusions which must be made by the score every day are of a complicated nature. The facts are so many, so elaborate, so imperfectly known that it is often difficult to draw any conclusion, much less be sure that we have the right one." Therefore mathematics should be studied, if for no other reason than to familiarize students with this important mode of thought.

The minister-president of an eastern college says his generation did everything that a youth of today does, but kept quiet about it,—a somewhat tardy confession.—The Columbia Missourian.

The human brain is a wonderful organ. It starts working the moment we get up in the morning and doesn't stop until we get to class.—Anonymous.

Packard Hall was the recipient of a delightful surprise on last Monday morning when Mrs. Harriet Francis, of Wisconsin, was introduced as the new Hall Mother. Packard girls extend to her a hearty welcome and assure her of their hearty co-operation for the remainder of the school term.

## LATIN THE UNIVERSAL LANGUAGE

GUSSIE R. MERLALLA, '30

The radio has done more than anything else to bring all people of the earth into communication, and because the radio is creating a new world, there is an imperative need for a common language that will serve as a medium of communication to all.

Dr. Magoffin says that travelers, tourists, business men, scholars in every field, and professional people of every sort lay more of their failures to misunderstanding than to anything else.

Since Latin was once the universal language, and is now the secondary language of practically every nation, why should it not now become the universal language?

Some facts which indicate that Latin could be as easily acquired as any other universal language are:

About sixty-three per cent of the words in the English language are derived from Latin. It is also the basis of the Romance languages: Italian, Portuguese, Spanish, French and others. Latin has been the language of the Roman Catholic church for seventeen centuries. In European universities many dissertations are still written in Latin. The original terms of the sciences of physics, chemistry, geology, biology, engineering, psychology and others are derived from Latin. The names of all new terms in these growing sciences are also Latin derivatives. The language and literature of mathematics, law, medicine, astronomy and history had their beginnings while Latin was the universal language and caught the influence of Latin in their terminology.

One way to awaken and stimulate interest in learning this language is to play upon peoples' curiosity by teaching Latin phrases and giving lessons in Latin by radio just as other information is broadcast. This would cause radio listeners who had studied a little Latin to recall their knowledge of the language and those who had not studied any to put forth an effort to learn some.

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## H I G H S C H O O L P A G E

(This page has been prepared by the following members of the tenth grade: Elizabeth Courtney, Lucile Dillon, Lynette Saine, Abner Moore, Jeannette McComb.)

## BOOKS

By HATTIE HIGHTOWER

Books! Books! is all we hear at school.  
It's learn this and learn that  
And never break a rule.  
Some knowledge they will teach you  
Of events new and old.  
They'll teach you long weird stories  
Of heroes strong and bold.  
They'll take you away to far off lands—  
Probably to lands you'll never see.  
Books were made for studious men,  
But the bright outdoors for me.

## THE NEW PLAYGROUND

Much excitement and anticipation will be indulged in when the facts of the new playground are known. Perhaps it has been noticed that a plot of ground near the back entrance to the campus, where potatoes formerly grew, has been plowed over, and is now being worked on. This is to be the new playground.

There is to be a cinder track all around the outside of the plot for races. There are to be throwing events on one part of the ground, such as baseball distance throws, basketball, distance throws, hurl ball and shot putting. Then, too, there is to be a place for both standing and running, broad jumping and high jumping.

Since the workmen have already started putting down the cinders, it is believed and hoped that the playground will be ready in about three weeks.

## THE UNSOLVED MYSTERY

By LYNETTE SAINÉ

One rainy day, as we were about to play ball in the basement of Giles, we discovered that the ball had disappeared. Ruth Westmoreland and Jamie Reddick decided to find it. Before they returned, the ball appeared—without rolling. In a few minutes, they came back, trembling—each one's hair standing straight up on top of her head. We requested a statement from them.

Westmoreland said, "We went into a strange room, and saw the ball rolling round and round. It seemed as if we were walking on glass rods. Then the room darkened, and as Jamie got the ball a great, great skeleton entered. His bones rattled, and with his long fingers he took the ball from her. As his teeth hit together, he shook the walls, and we shook too."

Jamie interrupted, saying, "No, it was a great ghost clothed in white who came in rattling chains and making a mournful sound. His fingers were long, and he took the ball, and brought it out."

With all of our most highly developed brains, we are unable to solve this mystery; therefore, we, the tenth grade, hereby present the problem to Spelman High School.

## "EAR RINGS"

By JAMIE REDDICK

I was six years old, an age when I had queer desires and all sorts of foolish visions. I would build air castles of my future life, going to a very rich school, driving a large car, wearing a fur coat and wearing big draping earrings. I thought I must wear earrings, for everyone who wore earrings looked beautiful, especially if they had rhinestones in them. I thought I must at least have earrings when I became ten years old, for I would be quite a young lady then. I would watch larger girls chatting, chewing wads of chewing gum, throwing their heads like trees in a storm, and letting their earrings fly about, hitting them on their ears and shoulders. This sight would make me go into a queer land where there was nothing but big long earrings.

One side of my conscience told me to ask Aunt Ethel if I might have holes put in my ears, so I could wear earrings. Another side told me that there was no use to go to the trouble to ask, because she would refuse to give me permission.

After a two-day debate with myself, which was like a cat fight, I decided I would ask for permission.

I arose early the next morning, went to her and kissed and hugged her and said, "Oh, Aunt Ethel, I love you so. What can I do to help you?"

"You are so nice," she said; "you may sweep the front porch and walk."

I ran for the broom, put on my apron, and ran to sweep the porch. I would sweep a half dozen strokes, and then perch against my broom to meditate. I guess it took me at least forty-five minutes to get the porch swept.

After breakfast I finally secured enough pluck to say, "Aunt Ethel, don't you think I would look rather pretty with earrings?"

"Why certainly not," she replied as quick as a pop of the finger, "you don't need earrings; you certainly wouldn't look pretty."

I went like a forsaken dewdrop into my room to cry my sorrows away. I did think this might be a step towards wearing earrings.

I cried at intervals for three days. My eyes became quite sore, so I decided it was best not to cry. I saw it was a worthless way of trying to win Aunt Ethel.

I decided I would aim at the predicament from another angle, so I began to pout.

After pouting and acting like a crab for two days, I received an invitation to a birthday party. My sulkiness vanished as a snowflake melts when the sun shines. I became as sweet as honey in a flash.

I went to the party and had a very nice time. I thought I would have looked like a rosebud if only I had had pink earrings to match my pink bow, my pink frock, my pink handkerchief and my pink socks. I had a de-

## THE COMING OF SPRING

By RUTH WESTMORELAND

Lovely Spring is drawing near  
With flocks of little birdies dear  
To fill the balmy air with song;  
For we have waited, O, so long!  
Sleepy flowers have shown their heads  
From their moist and lonely beds,  
Where the warmth of sunbeams bright  
Has drawn them out again to light.  
Shoots of grass are peeping up  
And the little buttercup  
With its dress of vivid hue  
Looks as bright as morning's dew.  
Far away the peaks of snow  
Resemble fleecy clouds below  
That like a wandering herd of sheep  
Scatter over mountains steep.

lightful time playing drop the handkerchief and many other games.

I had intended to come home from the party sullen and looking as if I tasted like a crabapple, but I had such a delightful time that I forgot and came home smiling and in the best of humors.

Since I had forgotten the plans which I was to have carried out, I went to Aunt Ethel again and said, Oh, Aunt Ethel, please let me have holes put in my ears so I can wear earrings. I assure you I will look better."

"No, positively no, you wouldn't look better with earrings dangling about your ears. Please don't worry me about that, for I am reading; go out and play now and—don't knot up your face. I am quite sure you don't look good like that, either," she said.

I went out on the lawn and perched on a bench looking like a solitary crow. I felt as if I were living only because I had to live.

One day a lady said, "You will have to rub your ear for a very long time, until your ear has no feeling in it, then sterilize a needle and stick it through your ear where you want the hole. Let it stay there for a few minutes. Then put a half inch straw through the hole, burn the straw on each end, and put a little sweet oil on your ear."

Of course, I was glad to hear this, because I was contemplating putting holes in my ears myself.

I had another two-day debate with myself, trying to decide whether to disobey Aunt Ethel or to do as she said. I put peanuts and loose leaf notebook rings on my ears just to see how good I would look. I thought, "Gee, how stunning I do look. I would surely look like a young lady if I wore earrings."

I decided to put holes in my ears. I rubbed my ear until it became very red and numb; I sterilized a needle and began to stick it through my ear. The blood gushed forth like "The Fountain of Youth." I began to tremble like a leaf in the autumn wind. My ear was as hot as a furnace. I felt as if I were at the North Pole with nothing but an ear pad on.

You can imagine the rest.

I don't want holes in my ears now.



## SERIOUS PLEASURE

ANNE HUDSON, '30

"Getting in character" seemed to be the watchword for all of the seniors for the last two weeks following February 24. Why? "They were to be a part of the faculty" in High School during the second semester to prepare themselves for teaching positions.

It seems to be a characteristic of every individual to want to be outstanding in this world. The seniors are having this privilege now in a world of their own, their little schoolrooms. All eyes are turned to the new teachers, whether because of interest or of curiosity.

Now they, too, are experiencing the same thrills, fears and responsibilities that their own teachers experience—thrills because they are having pleasant experiences, fears because they are attempting something new, responsibilities because they feel that it is they who must direct in some degree the educational and social life of these pupils. They seem to be taking pleasure in their scholastic luxury; their smiling faces, cheery remarks and earnestness in their tasks show that they are enjoying it seriously.

THE NON-CREDIT  
ENGLISH COURSE

FLORA E. MCKINNEY, '30

One of the best things that Spelman has done this year was to add the Non-Credit English course to its curriculum. This course is by no means new, for a number of colleges have had it for some time, but a number of students do not fully understand the object of it.

The Non-Credit English course is open to all students, regardless of their credits, whose English is defective. Every intelligent person desires to know the art of writing and speaking the English language correctly, but everyone has not had the chance to master it or else the language was more difficult for him to master than it was for others.

There is a great need on this campus for this course. Many of us know what to say, but are hesitant about saying it for fear the grammatical construction is incorrect. Spelman saw the need and is trying to meet it by having as her ultimate goal—*correct speech*. Every bit of correct speech that we learn helps us learn another bit. This correct speech should be such a complete habit that when one is thinking how to write, his thoughts will not disappear. Skill in speech and writing comes only through well directed practice in genuine self-expression. The goal of this course is being reached by trying to correct the errors of greatest frequency in speech and writing and equipping the student with the ability to express himself appropriately.

The art of writing and speaking the English language is of value to the student himself. It will save embarrassment when out of school. Some people finish college and are profoundly embarrassed when called upon to speak because they do not know how to either read or write with absolute correctness. Spelman is trying to save her students from such embarrassments. She is doing it tactfully by creating conditions wherein the students feel impelled—not compelled to express themselves.

Who would not like to have it said of him as of a hero in Homer's *Iliad*; "His speech flowed from his tongue sweeter than honey."

GETTING AT THE  
HEART OF A LESSON

MARY J. SANDERS, '30

Everything which we know has an outside and an inside—even a lesson has a core. The outer surface of something gives us an idea of what the object is, but a lesson we must investigate a little and not be satisfied with seeing only the surface. Upon merely reading it one may get an idea of what the lesson is about, but within its general composition lie hidden facts which are only discovered by searching for them.

When a student forms the habit of getting only the superficial meaning rather than prying deeply to the root, he will cultivate the habit of taking lightly not only things which pertain to his lesson but also everything. Thus when he meets a test which rests upon his ability to think out the solution, he will find himself failing because he has not learned the art of examining closely and knowing the depths of things.

In order to get at the heart of a lesson one must put himself in another's place, analyze, criticize and then see the whole of it. This process requires time, but it prevents hasty conclusions. There are many whose attainment of success has been thwarted because they did not take the time to analyze the situation and scrutinize closely.

When one has learned the vital and important steps which lead to the appreciation of real values in a lesson he has also formed a habit which does not stop with working out a lesson, but which helps him work out every-day problems. As one learns to discriminate between vital points and non-essentials, in particular instances, then his power of discernment will grow more and more acute for penetrating things to the heart.

"The best after dinner speech I have ever heard," said the tired housewife, was, "Now, dear, I'll help you with the dishes."

Your bank account will indicate how fast you are going, quicker than your speedometer will.

EVEN THOSE WHO LIMP  
NEED NOT GO BACKWARD

FRANKYE A. BERRY, '30

Many times one becomes greatly discouraged because he feels within himself that he is not making progress; that his time is being wasted because he has failed to accomplish certain desired ends. He stops and asks himself if these things are really worth attaining. He does realize that some ground is being covered, but not as swiftly as he would like to cover it. He wonders to himself whether he is going forward or backward. He can not stop; he must go on even though he limps.

It may be hard at first to keep up the regular pace, but it is unwise to become discouraged and give up the struggle. Even though one limps at first, he may make the pace in the end. Many of our great characters have limped, yet they limped with patience and worked with zeal. They were always aware of the mark ahead and pressed towards it. Limping does not mean backward steps, but it means slower movement toward the desired ends.

Let those who limp assume a courageous attitude, and affirm their ability to cope single-handed with every situation. One must have within, a self-trust so that no disturbances will shake his own will. He also needs an ever conscious feeling that his will is higher and more excellent than any force antagonistic to it. Courage and desire will promote strong will and self-trust.

Although one moves onward while he limps, he must keep alert while moving, so as to gain greater speed as he goes. While one is limping, there may be ever present within him a voice that spurs him on, a voice of the great and the good that is in him, and a secret impulse of his own character. In order to attain, one must be persistent and willing to reconcile ones self with his limp.

I call my girl Appendix, it costs so much to take her out.

Judge: Six months in jail and a \$5,000.00 fine.  
Burglar: By gosh, Judge, this is robbery

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## SENIORS, AS WE SEE THEM

By MAGNOLIA DIXON, '31

All in fun and jollity, you see,  
The tease below, if taken right, will be.

There are twenty-three EAGLES who are now members of our big Spelman family, but who will in June become grown up birds, ready to leave mother and sisters, so that they may fill the places, they have, for many years, been preparing to fill? Their mother, Spelman, sits on the edge of her nest, surveying each bird as she passes from under her motherly care in single file, and muses thus:

There goes Allie, my sensitive daughter, into a home of her own; I have no anxiety about her future welfare for Jack has settled that.

Berry, my airish daughter—I wonder, will she bring all people under her soft rich voice and big eyes as she has done us here in our nest?

They are hurrying! Are they anxious to leave my nest or are they impatient to see what the world is like?

Rubye is my sweet little girl and also my vain little girl. She has her time in budget form; a definite portion is allotted to her hair and face.

Catherine, analert little girl, unconsciously displaying her charm, has been ever willing to help.

Cureton is brilliant, most people say so, she certainly appears so; she can express herself, think deeply and besides, have time for socializing.

Why such a break in the line? I know, my little Lois comes next. Although she is my smallest birdie, she certainly keeps pace with the others.

Such a contrast—Mary Alice follows Lois. I have often heard it said that Mary was the Touchstone in our nest. I can say that she is clever, witty, and smart in conversation. Here is advice for Mary—there are vain seniors as well as vain juniors. See if that's right.

Elsie is known for her Miss "Edmonson" walk, no matter how hard we try to imitate it, no one has, as yet, succeeded. I wonder, will she ever stop walking and learn to fly?

Evelyn and Eva, two fast friends, are the "baby talkers" in the nest. They enjoy it, why shouldn't we?"

Johnnie Hadley, known as "Little John" is the "quiet one," at least, from all outward appearances. My children will hardly agree with that statement.

I wonder will Etta ever leave my nest? When I am reminded how she likes to sit in her window and ask the girls, "Miss X," going to "the college" today? From all appearances I think that you are because you have on your trunk."

"Take it from one who knows, appreciates, and 'interpretes' beauty" is one of Samantha's favorite sayings. We hate to see you go, also, Samantha.

Annie, my collegiate birdie with very long wings and legs, whom will she play with and tease next year? To whom will she give her trunk full of sweaters and skirts, she often tells us that she has a large number of them.

Lottie is a soft talker, if not seen we hardly know that she is present but she is always around.

Phyllis is the happy song bird, always warb-

## THE INTERNATIONAL DINNER

JUSTINE E. WILKINSON, '30

An affair of special interest, which assembled a large group of persons, including students from the various Atlanta colleges, teachers, and some distinguished visitors, was the International Dinner at six o'clock in Morgan Dining Hall on February 22, 1930, sponsored by the Christian World Education Committee of the Y. W. C. A.

This dinner was given for the purpose of motivating an international feeling and interest in foreign relationships. Because of the success of this effort to bring people together, the International Dinner will probably become an annual event. The brilliant costumes worn representing many different nations, such as Turkey, China, India, and Spain contributed much to the international atmosphere.

The program, announced by Cassandra Maxwell, acting as mistress of ceremony was very stimulating. The most attractive features were a "Pilgrimage to Europe," by Miss Anne Wiggin, the International Student Secretary of the Y. W. C. A., headquarters, New York City; remarks from President Florence M. Read of Spelman College, and from S. W. Chang of Korea, now a student of Emory University; Osobue Rnstiko, of Johannesburg, S. Africa, now a student of Morris Brown University, spoke in behalf of the International Students' Club and directed the musical selections given by a group of African students. Other numbers included a violin solo, International Folk Songs, Negro Spirituals, and the Negro National Anthem.

ling about our nest, a Rima, like the bird girl in "Green Mansions." Can Abel be far away?

Myrtle takes care of her own business but just let some one else try to do this for her, oh, oh, oh!

Flora is the quick, impulsive girl, very capable and always sweet. "Flo" means business, too; if you doubt me, ask Lay.

Step right up and call Gussie "Speedy" for she is a "regular fellow." We all like Gussie, she has been of great help to us in sensing our responsibilities.

Johnnie, known as Dr. Price is our family doctor, giving her services and remedies free of charge. She adds this, when giving her medicine, "It will either heal you or kill you." Who wouldn't like such a frank doctor.

Mary Sanders demands respect, no one dares "run over" her.

Justine is our musician; she is often seen with her instrument in her hand. When we know her well, we find humor in abundance, not withstanding the fact that she very seldom smiles.

Mrs. Williams is quiet and sweet, we have learned to love her. Although she has only been a member of our family for a year, she adjusted herself quickly to the nest.

Ora has a brogue—whether it is northern or southern remains doubtful. She, too, became very dear to us in a year's time.

Vale, vale, seniors, you are no longer by baby eagles—my prayers are for your success always.

## BRIGHT SUMMARIES

JOHNNIE PRICE, '30

A. A.—"Jack"

"Life is what we make it. Do your best."

F. B.—"Frank"

"First in war and then in the hearts of her classmates."

R. B.—"Dan"

"A heart that is kind and a voice that can satisfy."

C. B.—"Cat"

"She is a firm believer in women's rights."

M. C.—"Math"

"No, don't tell me anything; Math's always right."

L. D.—"Lois"

"She is short of stature, but long in knowledge."

M. D.—"Rally"

"Let nature's gift go not to waste; my tongue is for talking, not for taste."

E. E.—"Hugh"

"Still water runs deep, but, oh, so fast."

E. G.—"Eve"

"Smiling is a gift of hers."

J. H.—"Little John"

"If I knew the light of a smile, I would light the whole world."

E. L. H.—"Shorty"

"It's the song you sing and the smile you wear that make sunshine everywhere."

S. H.—"Manta"

"Don't tell me anything—she's always right."

A. H.—"Ann"

"Life is just one long, happy day, smile, dance, laugh and be happy."

L. J.—"Lottie"

"She is happy when she can serve some one who is in need."

P. K.—"Phil"

"A smile for everyone, a heart for one."

M. L.—"Myrt"

"Her desire is to teach cottage courses."

F. McK.—"Flo"

"The only thing she isn't secretary of yet is the world court and that job she'll surely get."

G. M.—"Miss Culture"

"Dignity always first with her; all other things come second."

J. P.—"Dr. Price"

"Greater women than she have struggled with English." "Sometimes things seem impossible, but we should not be discouraged."

M. S.—"San"

"Not to the swift goes the race, but to him that can endure to the end."

J. W.—"Tena"

"Know that you are right, and then go ahead."

O. W.—"Ora"

"They need missionaries in Africa; we wonder who will go."

E. W.—"Eva"

"A sunny disposition, a smile that greets the world."

Miss X: I always take my poetry personally to the editors.

Miss Y: Same here—I can't afford postage either.